



Goring C E Primary School

Faith, Love and Learning

SEN INFORMATION REPORT AND POLICY 2018/19

1. Aims

Our SEN Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Academies, including free schools, if applicable, add/amend: This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The Inclusion Leader

The Inclusion Leader (please see below for details) will:

- Work with the headteacher and inclusion governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The inclusion governor

The inclusion governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and inclusion leader to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the inclusion leader and inclusion governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the inclusion leader to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

<p>What types of SEN do we provide for?</p>	<p>We aim to cater for any individual special educational need as long as, through our best endeavours, positive outcomes can be achieved for the child.</p> <p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, Autistic Spectrum Disorder, including Asperger's Syndrome, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
<p>What are our admission arrangements for pupils with a disability?</p>	<p>Our Admissions Policy for Children with Special Educational Needs and Disabilities is the same as that for all other pupils. No child is to be refused admission on the grounds of SEN or disability (see also the school's Accessibility Plan).</p>
<p>What steps do we take to prevent disabled pupils from being treated less favourably than their peers?</p>	<p>We are an inclusive school and we do not adhere to the 'one size fits all' approach. Instead we endeavour to adapt our environment to suit the needs of the child. All children are entitled to full access to a broad and balanced curriculum, differentiated to meet their individual needs. We will use our best endeavours to appropriately integrate children with SEND in mainstream school activities.</p>
<p>What facilities do we provide to help pupils access our school?</p>	<p>We are committed to providing an accessible environment which caters for the needs of pupils with a disability.</p> <p>We conduct an accessibility audit every 3 years and modify it as necessary during this period. From this we publish an Accessibility Plan, reviewed annually, that also covers a 3</p>

	<p>year period.</p> <p>This plan includes actions to:</p> <ul style="list-style-type: none"> • Increase access to the curriculum for pupils with a disability • Improve access to the physical environment of the school • Improve and make reasonable adjustments to the delivery of written information to pupils (and parents and visitors)
<p>How do we identify and assess pupils with SEN?</p>	<p>We will identify and assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>In addition, assessments may be carried out by the Inclusion Leader and Intervention Teacher to identify barriers to learning and as requested by outside agencies.</p> <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>The school has an open door policy and parents who have concerns will be seen at the first available opportunity</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Miss Nikki Senior is our Inclusion Leader and her role includes that of SENCo. She is employed full-time and can be contacted via Mrs Frances in the school office.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Class teachers are available at the end of most days to discuss any queries you may

	<p>have</p> <ul style="list-style-type: none"> • The school office can be contacted any time during the school day • The Head teacher has an open door policy and will aim to speak to you at the earliest opportunity
<p>What is our approach to teaching pupils with SEN?</p>	<p>We endeavour to achieve maximum inclusion of all children including children with SEN whilst meeting their individual needs and we focus on individual progress as the main indicator of success. The relationship between parents of children who have SEN and the school is vitally important. We know that parents have unique knowledge of their own children and we value our partnership with them and encourage them to work collaboratively with us to achieve the best outcomes for their child.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • We adapt our resources and staffing • Class teachers plan differentiated activities to ensure maximum learning opportunities for all children and that all pupils are able to access the curriculum, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • We differentiate our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. • Assessment for Learning enables class teachers to plan learning based on existing knowledge and understanding • We adapt our environment to meet the needs of the children in our school with SEN and we will seek advice from other professionals when needed in order to do so • We use recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<ul style="list-style-type: none"> • Through an understanding by all staff that equality does not mean treating all children the same • Through a commitment, by using our best endeavours, to include every child as much as possible through adapting the curriculum, it's delivery or the environment in which it takes place

	<p>Specifically for trips:</p> <ul style="list-style-type: none"> • Pre-trip discussions with parents • Adaptations to arrangements as needed eg mode of transport to/from trip, modified length of day etc • Individual risk assessments if necessary to ensure safety and provision • Inclusion leader provides 1:1 support for the trip when appropriate • Parent helpers – pre-trip briefing
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty • We take into account the parents' concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>Notes of these early discussions will be added to the pupil's record.</p> <p>We will formally notify parents when it is decided that a pupil will receive SEN support. We aim to work collaboratively with parents of pupils with SEN by:</p> <ul style="list-style-type: none"> • Sending home annual parent questionnaires • Giving opportunities to be part of a variety of working parties as the need arises • The use of the home/school diary as a means of daily communication • A twice yearly opportunity to meet with the class teacher and/or the Inclusion Leader about current SEN needs, provision and learning and the joint completion of an individual learning plan (and an annual review meeting and report for pupils with an EHCP) • Other meetings, emails and phone calls when either party needs to make contact for any reason • A full written report by the end of the school year <p>In addition we aim to help parents support their child by offering:</p> <ul style="list-style-type: none"> • Pre- teaching ideas • Take home learning packs from class teachers • Parent training sessions to share methodology e.g. in literacy/maths • Open door policy and opportunities to talk to class teacher

	<ul style="list-style-type: none"> • Curriculum talks for parents • Open Mornings • Home learning opportunities – e.g. Espresso via the website • Proactive parenting course • Topic book sharing and evaluating with your child
<p>How do we consult pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> • Children with SEN are involved and encouraged to become reflective learners. They are kept up to date about their successes and their next steps via our 'tickled pink and green for growth' marking and feedback procedure • Children with an individual learning plan are invited to contribute towards their ILP reviews by stating what they think they are good at, what's important for them in school, what they feel they have achieved since the last review and what they would like to learn whilst in their current class • Children with an Education Health Care Plan (EHCP) are invited to contribute to their annual reviews regarding their progress • They are also invited to respond to pupil voice questionnaires about topics such as the support they are receiving (with help from an adult if needed)
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<ul style="list-style-type: none"> • Class teachers, the Inclusion Leader and the Intervention Teacher use a 'Assess, Plan, Do, Review' cycle to identify any barriers to learning, plan strategies and interventions to reduce them and evaluate effectiveness of provision • Class teachers identify and regularly review individual targets for children involving them and their parents in target-setting • Parent/carers and pupils are actively encouraged to work collaboratively with school staff as part of this process • Termly data analysis and pupil progress meetings to identify children who are working below expected levels of attainment or/and whose rate of progress is slower than anticipated • Regular reviews of the impact of support will take place and the necessary adjustments made • Individual Learning Plans will be used to target support according to identified need

	<ul style="list-style-type: none"> • Interventions will be recorded on a class provision map by the class teacher and reviewed by staff involved • Parents will be notified of any additional support/intervention that their child is receiving • Support is closely monitored and can be adjusted to meet the changing needs of children
<p>How do we support pupils moving between different phases of education?</p>	<p>When joining us:</p> <ul style="list-style-type: none"> • Pre-school setting visits by Reception staff • Pre-school visits as part of a transition programme the term prior to entry by the Inclusion Leader • Parent meetings for new entrants, opportunities to talk with class teachers, Inclusion Leader and Head Teacher • Transition booklet containing photos of key school staff and key places within the school • Individual Pupil Passports compiled prior to transfer to outline strengths and challenges in learning <p>When leaving us:</p> <ul style="list-style-type: none"> • Visits to new school tailored to the needs of individual children as required • Transition meetings take place between Inclusion Leaders/SENCOs in order to ensure smooth transition between schools • Individual transition programmes developed when needed and may include additional familiarisation visits to the new school, visits to us from members of staff at the new school and transition booklets with photos of key rooms and staff • All pupil records are passed onto the receiving school prior to the child starting • It is a legal requirement for Child Protection Records to be copied to the new school and a copy retained by us
<p>How do we support pupils preparing for adulthood?</p>	<p>We adopt a holistic approach because we believe in developing the whole child. Life skills are equally valued alongside academic skills. We are mindful that, in order for children to grow into responsible adults, they need our help and guidance emotionally and socially so that they can enter adolescence and adulthood with good mental health.</p>

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<ul style="list-style-type: none"> • All school staff have a responsibility for the pupils in their care and to report to a senior member of staff if they have any observations or concerns regarding a child's emotional wellbeing and/or social development • Our Behaviour and Discipline Policy sets out clear principles and procedures to support pupils' behaviour – please see on our website • Stringent procedures and practices to eliminate and avoid bullying of pupils with SEN - please see our Anti-bullying Policy on our website • Behaviour is recorded on CPOMS Behaviour Incident Logs so that triggers can be identified with the aim of reducing their frequency/intensity and parents verbally informed and invited to work collaboratively with the school in supporting their child • Traffic Light Plans for home and/or school devised by the Inclusion Leader with staff and contributed towards at home and in school as required • Play therapist directed to offer sessions to families/children when social and/or emotional needs have been identified • 1:1 adult support for children as appropriate • Behaviour plans/risk assessments written when a child's behaviour poses a risk to themselves and/or adults and other children in school • Pastoral Support Plan for significant ongoing social/emotional needs – parents, child and staff involvement • Advice from the Learning and Behaviour Advisory Team (LBAT) and other agencies to help in avoiding exclusions • Attendance monitored and support offered if issues arise - and involvement with the Education Welfare Officer if needed
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> • Headteacher experienced in supporting pupils and parents of pupils with SEN • Experienced Inclusion Leader employed full time with experience and qualifications in supporting pupils with social, emotional and mental health issues • Play therapist – the school employs the services of a qualified play therapist two days a week to improve the emotional and social development of pupils • Intervention Teacher, with a post graduate qualification in Specific Learning difficulties, who is employed 15 hours a week to work with Pupil Premium children, some of whom have SEN

	<ul style="list-style-type: none"> • We have 9 experienced Learning Support Assistants who are allocated to work 1:1 or with small groups of pupils with SEN • Each class has a part-time teaching assistant (full-time in YR) who are trained to deliver interventions such as Precision Teaching, Jump Ahead, Narrative Therapy Training etc • Proactive approach to seeking new training opportunities for staff as the need is identified • We work with outside agencies to provide support for pupils with SEN (see below)
<p>How will we secure specialist expertise?</p>	<ul style="list-style-type: none"> • Advice and assessment from the NHS for medical concerns is through the usual referral procedures and support from social care, primary mental health and other supporting agencies is accessed through Early Help forums • Educational Psychologist involvement is sought through the WSCC EP referral procedure (telephone consultation or meeting with staff only) or as part of the statutory assessment process • Advice on behaviour and learning can be sought from WSCC Learning and Behaviour Advisory Team • Advice is sought from OT , Speech and Language Therapy Service and Sensory Support Team regarding auditory and visual environment requirements
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<ul style="list-style-type: none"> • The needs of all children are monitored and reviewed regularly by the Head Teacher and Inclusion Leader and the necessary provision is identified • SEN budget is allocated according to priority need
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>We are proactive in involving other organizations when we feel this would be of benefit and parents are in agreement. We would seek appropriate organizations:</p> <ul style="list-style-type: none"> • By contacting those known previously to us • By searching on the local offer website • In consultation with other professional colleagues • At the request of parents when they have identified a need

<p>How do we evaluate the effectiveness of our SEN provision?</p>	<ul style="list-style-type: none"> • Impact of support is reviewed regularly by Inclusion Leader and class teachers and parents are invited to contribute to this discussion • Governor responsible for Inclusion and SEN monitors the support and provision provided by the school on a termly basis and reports to the Head teacher and Governing Body • Inclusion Leader reports on provision to the Governing Body on a termly basis • Regular reviews of the impact of support take place and necessary adjustments made • Effectiveness of provision is evaluated during annual reviews for pupils with an EHCP • Interventions are reviewed by staff involved and evaluated on class provision maps by class teachers • Support is closely monitored and adjusted at any time to meet the changing needs of the children with SEN • In house performance management of staff includes pupils with SEN • Visits from school improvements partners support us in evaluating our effectiveness • Visits from Basic skills agency look at the school's effectiveness at teaching literacy and numeracy to all its pupils • Ofsted inspections measure a school's effectiveness in all areas, particularly progress and learning
<p>How do we handle complaints from parents of children with SEN about provision made at the school? Who can young people and parents contact if they have concerns?</p>	<ul style="list-style-type: none"> • Complaints from parents of pupils with SEN will be handled in accordance with our school complaints policy • The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: • SEND Information, Advice and Support service on 0330 222 8555 or email send.ias@westsussex.gov.uk
<p>What support services are available to parents?</p>	<p>Parents are signposted to services such as:</p> <ul style="list-style-type: none"> • The West Sussex SEND Information, Advice and Support Service (SENDIASS) • The West Sussex Local Offer website • Voluntary bodies such as the Sussex Autistic Society

<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The Local Authority 'Local Offer' can be found on the West Sussex website (https://westsussex.local-offer.org/) and gives details of provision available in this area to parents with children who have SEN. Our summary card is on the site and links to our website can also be found.</p>
<p>How does this policy link with other school policies and documents?</p>	<p>This policy links to our policies on:</p> <ul style="list-style-type: none"> • Accessibility plan • Behaviour and Discipline • Exclusion • Anti-bullying • Equality information and objectives • Supporting pupils with medical conditions

Please contact us if you need this information in a different format.

We aim to ensure the information contained in the SEN Policy and Information Report is as accurate and up to date as possible, however Goring C.E. Primary School cannot be held responsible for any inaccurate or out-of-date information. If you have any queries please do not hesitate to contact the Head teacher or the Inclusion Leader directly via the school office.

Last update: September 2018
Next review: October 2019